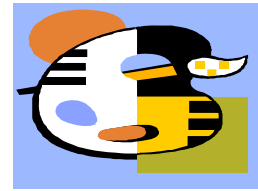


Title: Place Value & Picasso



Brief Overview:

The students will learn place value concepts through Arts Integration. The students will learn about the life and artistic style of Picasso and will create a picture representing his style. The picture will incorporate shapes that will be given a numeric value. The students must explain the value of the artwork and write the number in standard form, word form, and expanded notation.

NCTM Content Standard/National Science Education Standard:

Understand numbers, ways of representing numbers, relationships among numbers, and number systems

- understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals;
- recognize equivalent representations for the same number and generate them by decomposing and composing numbers;

Grade/Level:

3-4

Duration/Length:

3 days, 75 minutes each

Student Outcomes:

Students will:

- Read, write, and represent whole numbers to the millions.
- Model and identify the place value of each digit in whole numbers.
- Learn a variety of ways that numbers can be represented such as standard form, expanded form, word form, and with place value blocks.
- Analyze the style of Pablo Picasso's artwork.

Materials and Resources:

Day 1

- Student Resources 1
- Examples of Picasso's work:
 - *Boy in a Sailor Suit with a Butterfly Net*, 1938 (in *Picasso* by Mike Venezia)
 - *Girl Before a Mirror*, 1932
http://www.moma.org/collection/object.php?object_id=78311
 - *Guernica*, 1937 [http://en.wikipedia.org/wiki/Guernica_\(painting\)](http://en.wikipedia.org/wiki/Guernica_(painting))
 - *Dora Maar*, 1939 http://en.wikipedia.org/wiki/Dora_Maar_au_Chat

- *Three Musicians*, 1921 http://en.wikipedia.org/wiki/Three_Musicians
- *Picasso* by Mike Venezia ISBN # 0-516042271-5
- Place Value Blocks
- Student Resource 2A-B
- Teacher Resource 2 (on overhead)
- Place Value Blocks
- Student Resource 3
- Teacher Resource 3 Answer Key
- Student Resource 4
- Teacher Resource 4 Answer Key

Day 2

- *Picasso* by Mike Venezia ISBN # 0-516042271-5
- Student White Boards/Dry-Erase Markers/Eraser
- Student Resource 5A
- Student Resource 5B (Reteach)
- Student Resource 5C (Enrichment)
- Beans (6-15 per student)
- Teacher Resource 5 (I Have, Who Has?)

Day 3

- Artwork from different artists
 - *Mona Lisa*, 1503-05 by Leonardo da Vinci
http://en.wikipedia.org/wiki/File:Mona_Lisa.jpg
 - *The Starry Night*, 1889 by Vincent van Gogh
http://en.wikipedia.org/wiki/The_Starry_Night
 - *The Basket of Bread*, 1926 by Salvador Dali
http://en.wikipedia.org/wiki/The_Basket_of_Bread
- Artwork painted by Picasso
 - *Le Reve (The Dream)*, 1932
[http://en.wikipedia.org/wiki/Le_Reve_\(The_Dream\)](http://en.wikipedia.org/wiki/Le_Reve_(The_Dream))
 - *Woman Weeping*, 1937
<http://www.abcgallery.com/P/picasso/picasso204.html>
 - *Three Musicians*, 1921 http://en.wikipedia.org/wiki/Three_Musicians
- White Boards/Dry-Erase Markers/Eraser
- Student Resource 7
- Answer Key Teacher Resource 6A-B
- Large white paper
- Paint/brushes
- Pre-cut geometric shapes (differentiation)
- Glue
- Student Resource 8
- Student Resource 9A-C
- Teacher Resource 7A-C Answer Key

Development/Procedures:

Day 1

- Pre-assessment

Students will answer 6 short answer questions on place value and expanded notation to the ten-thousands place (Student Resource 1). Answer key can be found on Teacher Resource 1.

- Engagement

Display examples of artwork painted by Picasso.

- *Boy in a Sailor Suit with a Butterfly Net*, 1938 (in *Picasso* by Mike Venezia)
- *Girl Before a Mirror*, 1932
http://www.moma.org/collection/object.php?object_id=78311
- *Guernica*, 1937 [http://en.wikipedia.org/wiki/Guernica_\(painting\)](http://en.wikipedia.org/wiki/Guernica_(painting))
- *Dora Maar*, 1939 http://en.wikipedia.org/wiki/Dora_Maar_au_Chat
- *Three Musicians*, 1921 http://en.wikipedia.org/wiki/Three_Musicians
-

Chose one painting and ask students what they think, what they see and what they wonder about the paintings. What connections to math concepts do you see in this painting?

Tell students some interesting facts about Picasso's life to engage them in the story they will hear.

- Pablo Picasso's father was an art teacher.
- Many of Picasso's paintings looked funny because he tended to move eyes, noses and chins around.
- Picasso's full name was "Pablo Diego Jos  Francisco de Paula Juan Nepomuceno Mar a de los Remedios Cipriano de la Sant sima Trinidad Martyr Patricio Clito Ru z y Picasso".
- When Picasso had financial problems, he used to burn his paintings to stay warm.
- Picasso had his first art exhibition when he was 13 years old.
- Picasso liked to use all types of materials to create art. He even worked with junk. One of his well-known sculptures was made from two parts of an old bicycle. It is called Bull's Head.

Read *Picasso* by Mike Venezia.

- Exploration

In his lifetime, Pablo Picasso painted more than 20,000 paintings. Students should guess the number of painting Picasso painted by listening to clues and arranging number cards on a place value chart (Student Resource 2A-B).

- There is a 5 in the thousands place.
- The hundreds place's digit is one more than the thousands place.

- The ones digit is the same as the thousands digit.
 - The digit in the tens place is a “place holder” and does not have a value.
 - The digit in the ten thousands place is 2 more than the tens place and 3 less than the ones place.
 - Circulate around the room to be sure students have placed cards correctly (25, 605).
- Explanation
- Use numbers, based on facts from Picasso’s life to model place value concepts such as value of digits and reading numbers Using Teacher Resource 2.
- Pablo Picasso was born in **1881** and died in **1973**. Write the numbers on the board. What digit is in the tens place in the year Picasso was born? (8) What digit is in the hundreds place in the year Picasso died? (9)
 - Picasso moved from Barcelona to Paris. Write the distance of **517** miles on the board. Ask students to read the number.
 - The cubism movement began in **1906**. What value does zero represent in the tens place? (0 tens)
 -

Distribute place value blocks to each student or small group of students. Display a ones block and ask students what number it represents. (1) If I were to hold up 6 of these blocks, what value does it represent? (6) Show a tens block and ask students what number it represents. (10) If I were to hold up 6 of these blocks, what value does it represent? (60) Ask students how the ones and tens blocks are related? How are they connected? What does one have to do with the other? Students should respond that 10 ones equal 1 ten. Display a hundreds block and ask students what it represents. (100). If I were to hold up 6 of these blocks, what value does it represent? (600) Ask students how the tens block relates to the hundreds block. If 10 tens equal 1 hundred, what will 10 hundreds equal? (1,000) What will ten thousands equal? (10,000)

Explain that each place in a number is 10 times the value of the previous place. Explain that the value of a digit in a number depends on its position or placement in a number. Refer to the place value chart on the board. Connect the place value blocks to the places on the chart.

Using number cards, display 60 on the place value chart on the board. The student should mirror your example using Student Resource 2. Students should place 600, 6,000 and 60,000 on the place value chart to demonstrate how the 6 digit moves one place to the left each time and one more zero is added.

- Say: Five hundred fourteen and have students arrange place value cards on their mat to represent the correct number and placement of the digits.
 - Say: Seven thousand, four hundred ninety-six and have students arrange place value cards on their mat to represent the correct number and placement of the digits.
 - Say: Twenty-four thousand, eight hundred twenty-one and have students arrange the place value cards on their mat to represent the correct number and placement of the digits.
- Application
After the class discussion and modeling activity, students will complete Student Resource 3. Refer to Teacher Resource 3 for numbers and answers.
 - Differentiation
 - Reteach:
Allow students to use place value chart and blocks for questions 5 and 6 (Student Resource 3). Modify the resource to exclude the ten-thousands digit on the examples.
 - Enrich:
Modify the resource to include a number in the hundred thousand's place. If students finish early, allow them to use number cubes and blank place value charts to create the largest possible numbers with the digits they rolled. They should also try writing the numbers in words.
 - Assessment
Exit Slip: *How do 3, 30 and 300 relate to each other on the place value chart?* (Student Resource 4) Examples of possible student answers will appear on Teacher Resource 4.

Day 2

- Engagement
Picasso created magic with his painting by using his imagination. He would look at an image and paint it differently while the original image was still identifiable. Reference the pictures on page 28 and 29 of Picasso by Mike Venezia. The portrait of Jaime Sabartes as a Spanish Grandee, 1939, shows a representation of Picasso's friend Jaime Sabartes. Ask students to make comparisons between the two paintings.
- Exploration
Picasso could look at an image and create a painting that represented the same thing. We can do the same thing with numbers. Let's look at the number 5,743. Post the number on the board or overhead. In groups of 4

or 5, students should brainstorm different ways to represent the number 5,743. Circulate around the room to monitor student discussions.

The class should come back together as a whole group. How many different ways can we represent this number? Students may respond with word form, model form with place value blocks, standard form, etc. As students respond, post the new representation on the board or overhead.

- Explanation

Let's review our concepts from yesterday about place value and the value of digits. Take our number 5,743.

- What is the value of the 5? (5,000)
- What is the value of the 7? (700)
- What is the value of the 4? (40)
- What is the value of the 3? (3)

Let's look at a new way to represent 5,743 using our knowledge of place value. Let's add them together and see what we come up with?

- $5,000 + 700 + 40 + 3 = 5,743$

This method of adding the value of each digit is called expanded notation. Expanded notation is another way to represent a number.

Let's try expanded notation with another number.

Students should write the number 2,672 on their white boards/response boards.

- Students will write the value of each digit on their response boards.
- Model on the boards that if you connect each value with an addition symbol, you are writing the number in expanded notation.
- Students should end up with $2,000 + 600 + 70 + 2$

Students should write the number 4,018 on their white boards/response boards. Students will write the value of each digit on their response boards. Model on the boards that if you connect each value with an addition symbol, you are writing the number in expanded notation. Students should end up with $4,000 + 10 + 8$

- What happened to our hundreds value? Students should respond that the zero in the hundreds place has no value and is simply a place holder. Therefore, it doesn't need to be recorded as a part of the expanded notation.

Repeat procedures with several other examples with values in the ten-thousand's place.

- Application

Students play "Spill the Beans" (Student Resource 5A-B. Students spill 10 beans on their target. The students must determine how many beans land

on each place value. Students must write the expanded notation of the number they just “spilled” and also write the standard form of the number on Student Resource (5A)

- Differentiation
 - Reteach: Students can play the modified version of the game using Student Resource 5C and 5D and play with 6-8 beans instead of 10.
 - Enrich: Students can play the modified version of the game using Student Resource 5E and 5F and play with 12-15 beans instead of 10.
- Assessment

Students will engage in an “I Have, Who Has” activity to assess their understanding of expanded and standard notation (Teacher Resource 5). Take anecdotal notes and informally assess student understanding as students play the game.

Day 3

- Engagement

Show pictures of various artists.

 - *Mona Lisa*, 1503-05 by Leonardo da Vinci
http://en.wikipedia.org/wiki/File:Mona_Lisa.jpg
 - *The Starry Night*, 1889 by Vincent van Gogh
http://en.wikipedia.org/wiki/The_Starry_Night
 - *The Basket of Bread*, 1926 by Salvador Dali
http://en.wikipedia.org/wiki/The_Basket_of_Bread
 - *Le Reve (The Dream)*, 1932
[http://en.wikipedia.org/wiki/Le_Reve_\(The_Dream\)](http://en.wikipedia.org/wiki/Le_Reve_(The_Dream))
 - *Woman Weeping*, 1937
<http://www.abcgallery.com/P/picasso/picasso204.html>
 - *Three Musicians*, 1921 http://en.wikipedia.org/wiki/Three_Musicians

Have students select works painted by Pablo Picasso.

Ask students how they were able to distinguish Picasso’s work from the other paintings. Possible responses might be: He used geometric shapes.; His paintings looked unconventional (body parts were moved around).; He often used bright or contrasting colors.

- **Exploration**

Let’s look closer at Picasso’s Three Musicians.
http://en.wikipedia.org/wiki/Three_Musicians Ask student to work in groups to identify geometric shapes within the painting. Create a running list on the board or overhead of all of the geometric shapes that the students discover.

 - Circles
 - Triangles

- Squares
- Rectangles

○ Explanation

Ask students to count the circles that they see in the painting (approximately 27). If each circle were to represent 100, what is the value of the total number of circles in the painting? (approximate 2,700)

Ask students to count the COMPLETE triangles in the painting. (approximately 9) If each triangle is worth 10,000, what is the value of the total number of COMPLETE triangles in the painting? (approximately 90,000)

If we were to add the values of the circles and the triangles together, how much would the painting be worth? (approximately 92,700) Students should write the expanded notation of this value on their white boards. $(90,000 + 2,000 + 700)$

What if the painting had 7 rectangles worth one, 9 squares worth 10 each, 6 circles worth 1,000 each, what would be the numerical value of the painting? (6,097) Let's write that number in expanded notation on our white boards. $(6,000 + 90 + 7)$

If the painting had 15 squares worth 10 each, 4 circles worth 1,000 each, and 5 triangles worth 10,000 each, what would the numerical value of the painting be? (54,150) Let's write that number in expanded notation on our white boards. $(50,000 + 4,000 + 100 + 50)$

Students complete Student Resource 7A-B and use the key to determine the numerical value of each group of shapes. Students must write the number in standard form and expanded notation. Student will also create their own shape sequence for the given number. Answer key can be found on Teacher Resource 6A-B.

○ Application

Students will create a piece of artwork in the style of Picasso that emphasizes the use of geometric shapes.

Shapes will be given a numerical value:

- Circles = 1
- Squares = 10
- Triangles = 100
- Rectangles = 1,000
- Pentagon = 10,000

Students will create their piece of art and determine the numerical value of their composition. Students must incorporate the standard form of the

value and the expanded notation on Student Resource 8 (Student answers will vary depending on the number they chose to represent).

- Differentiation
 - Reteach: Prepare precut shapes to represent each numerical value. The students can incorporate those shapes in their artwork.
 - Enrich: Allow students to create two pieces of art that have equivalent values. Both pieces of art should represent the same numerical value in different ways.

Summative Assessment:

Student Resource 9A-C to assess understanding of concepts of place value in the three lessons. Answer key can be found on Teacher Resource 7A-C.

WEB RESOURCE: <http://www.batuhijauschool.org/picasso.swf>

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Montgomery County Schools



Name _____

Pre-Assessment

1. Write the value of the underlined digit.

a) 9,280 _____ b) 517 _____ c) 3,217 _____

2. Write 5,214 in expanded form: _____

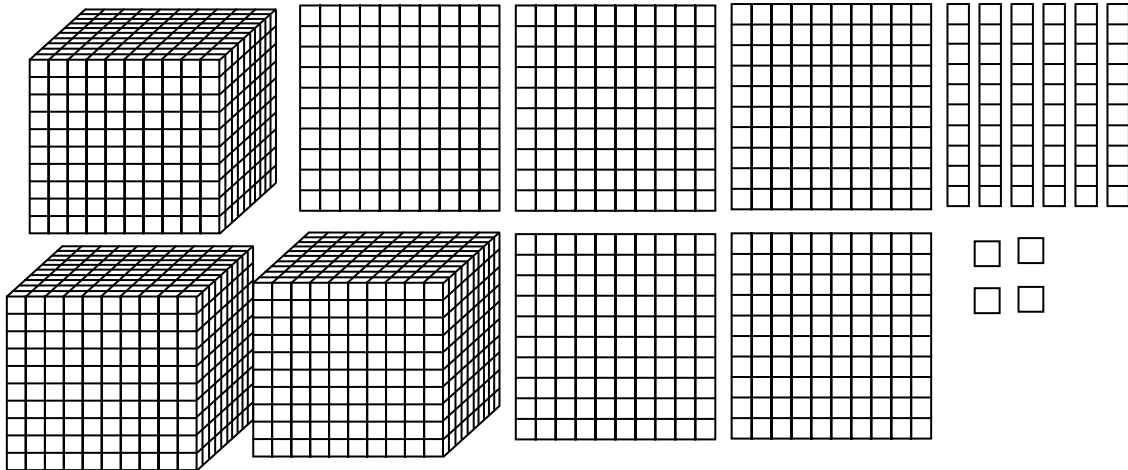
3. In what place is the six in 60,237? _____

4. Write each number in standard form.

a. One thousand two hundred fifteen _____

b. Seven hundred twenty-eight _____

5. What number does this picture represent? _____



Cut out both sets of digit cards and use them with the Place Value Chart.



0	1	2	3	4
5	6	7	8	9

0	1	2	3	4
5	6	7	8	9

Ten- Thousands	Thousands	Hundreds	Tens	Ones

Name: _____

Resource 3



Listen to the number and write the number by putting the correct digits in the correct place value on the chart.

1)

Ten-thousands	Thousands	Hundreds	Tens	Ones

2)

Ten-thousands	Thousands	Hundreds	Tens	Ones

Write the value of the underlined digit.

3) _____

Ten-thousands	Thousands	Hundreds	Tens	Ones
1	2	<u>5</u>	6	4

4) _____

Ten-thousands	Thousands	Hundreds	Tens	Ones
<u>6</u>	0	2	1	1

Write each number in standard (number) form.

5) Twelve-thousand, three hundred thirty-two

6) Forty-seven thousand, twenty-six



Name_____

Exit Slip

How do 3, 30, and 300 relate to each other on the place value chart?

Name_____

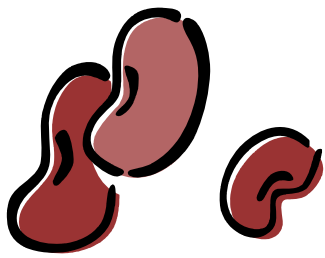
Exit Slip

How do 3, 30, and 300 relate to each other on the place value chart?

Name_____

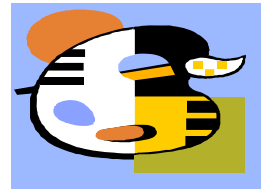
Exit Slip

How do 3, 30, and 300 relate to each other on the place value chart?



Spill the Beans

Student Resource 5A



Spill 10 beans onto the target. Record your results.

1) ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

2) ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

3) ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

4) ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

5) ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

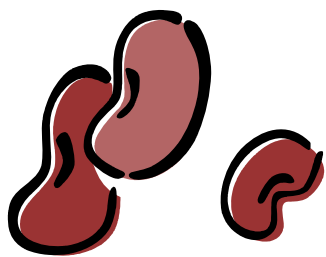
Expanded Notations: _____

Standard Form: _____

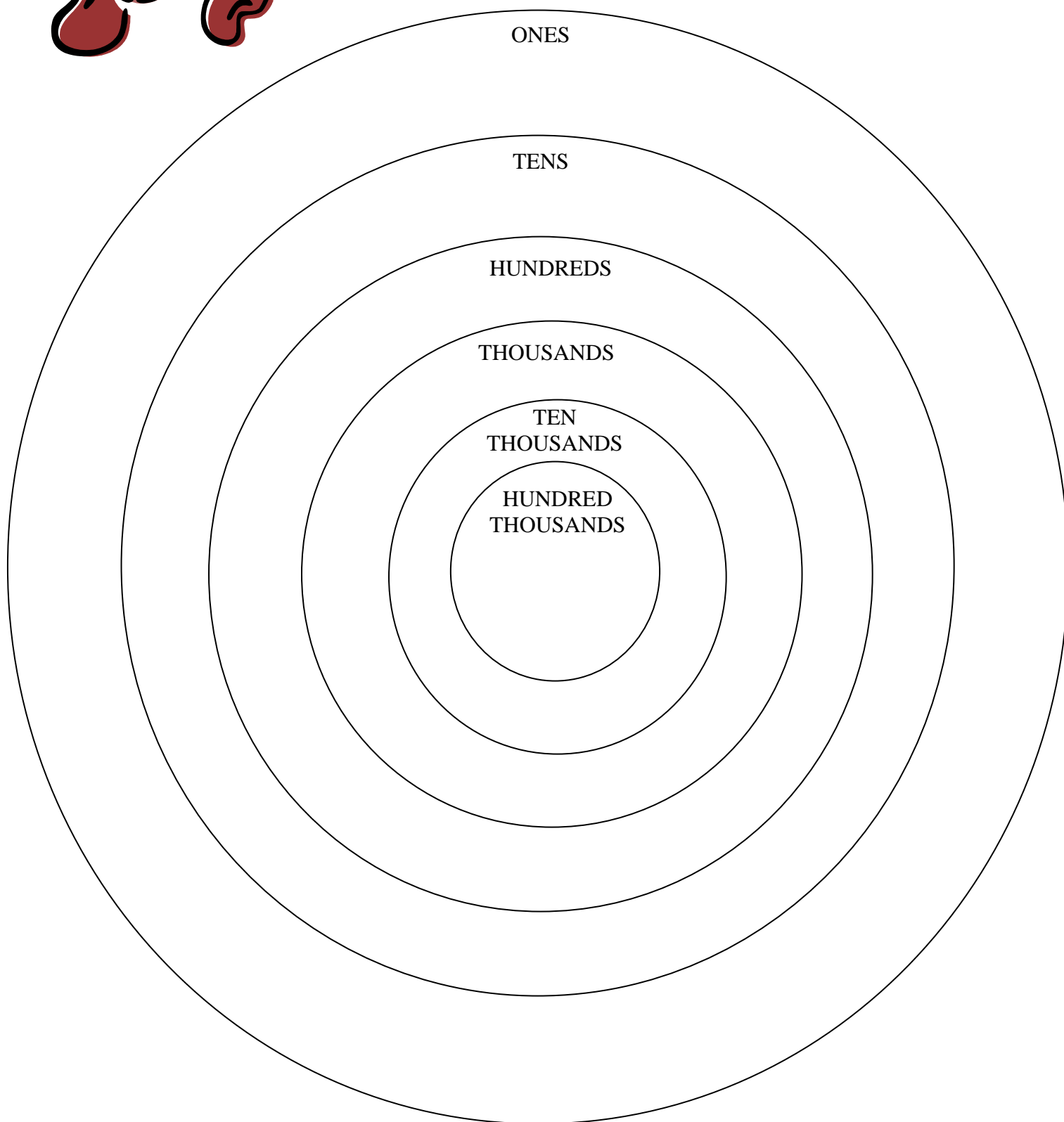
6) ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

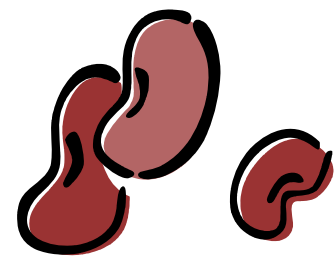
Expanded Notations: _____

Standard Form: _____



Spill the Beans

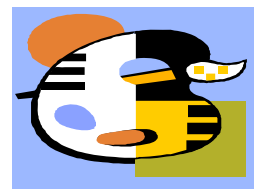




Spill the Beans

Spill 6 beans onto the target. Record your results.

Student Resource 5C



1) ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

2) ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

3) ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

4) ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

5) ____ thousands ____ hundreds ____ tens ____ ones:

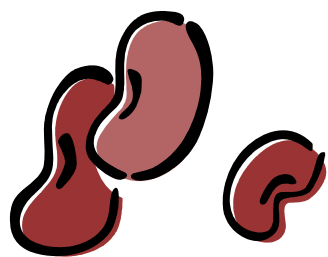
Expanded Notations: _____

Standard Form: _____

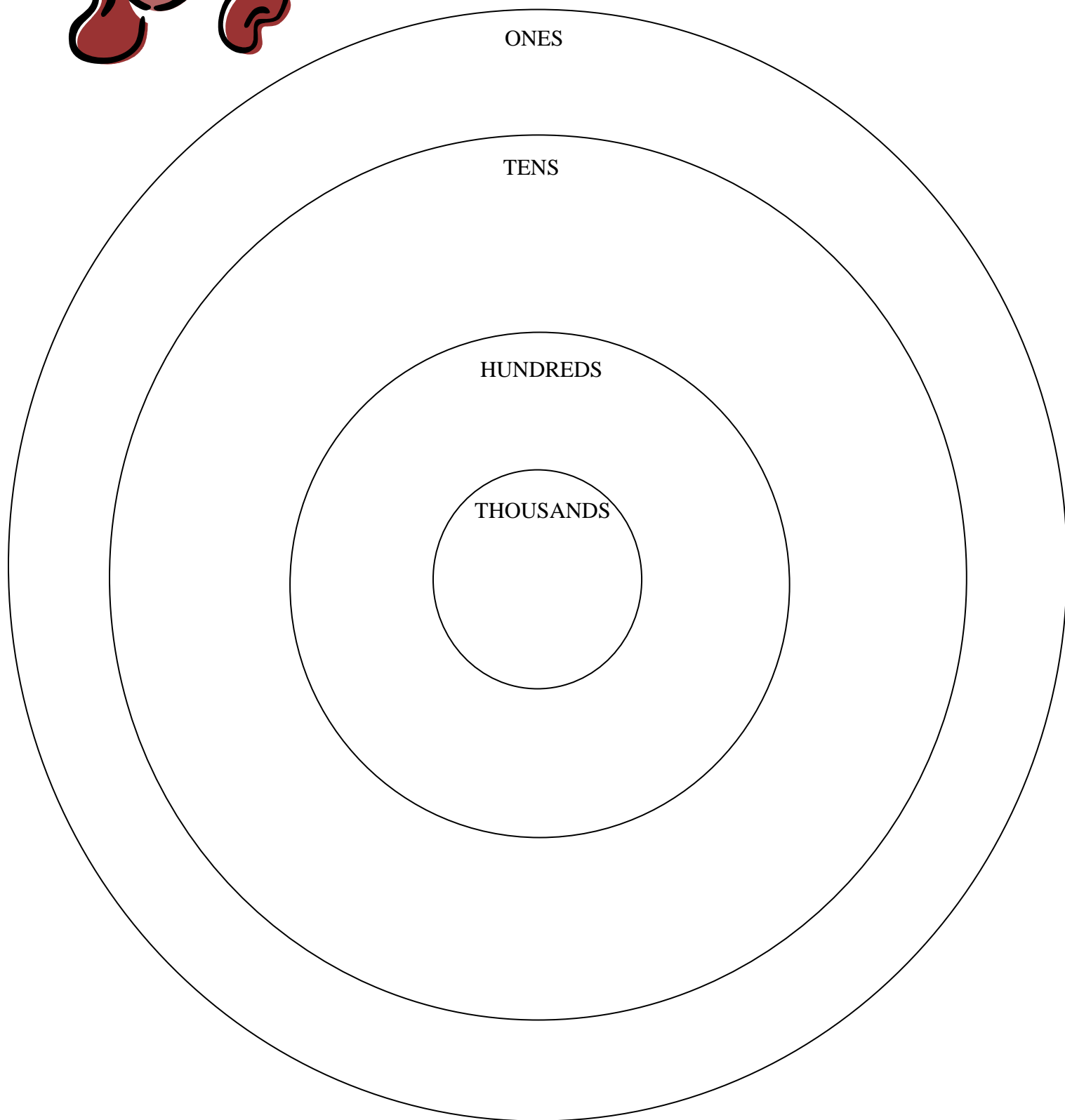
6) ____ thousands ____ hundreds ____ tens ____ ones:

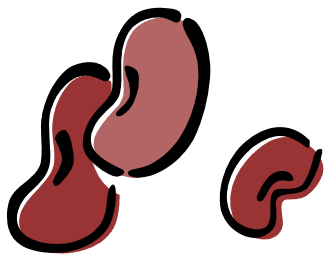
Expanded Notations: _____

Standard Form: _____



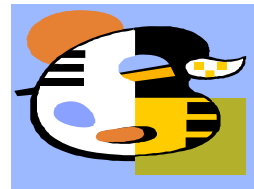
Spill the Beans





Spill the Beans

Student Resource 5E



Spill 12 beans onto the target. Record your results.

1) ____ 100 thousands ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

2) ____ 100 thousands ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

3) ____ 100 thousands ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

4) ____ 100 thousands ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

Expanded Notations: _____

Standard Form: _____

5) ____ 100 thousands ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

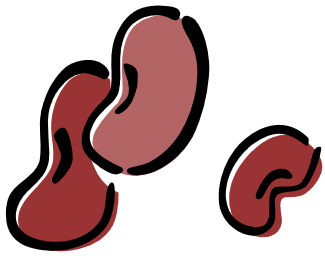
Expanded Notations: _____

Standard Form: _____

6) ____ 100 thousands ____ 10 thousands ____ thousands ____ hundreds ____ tens ____ ones:

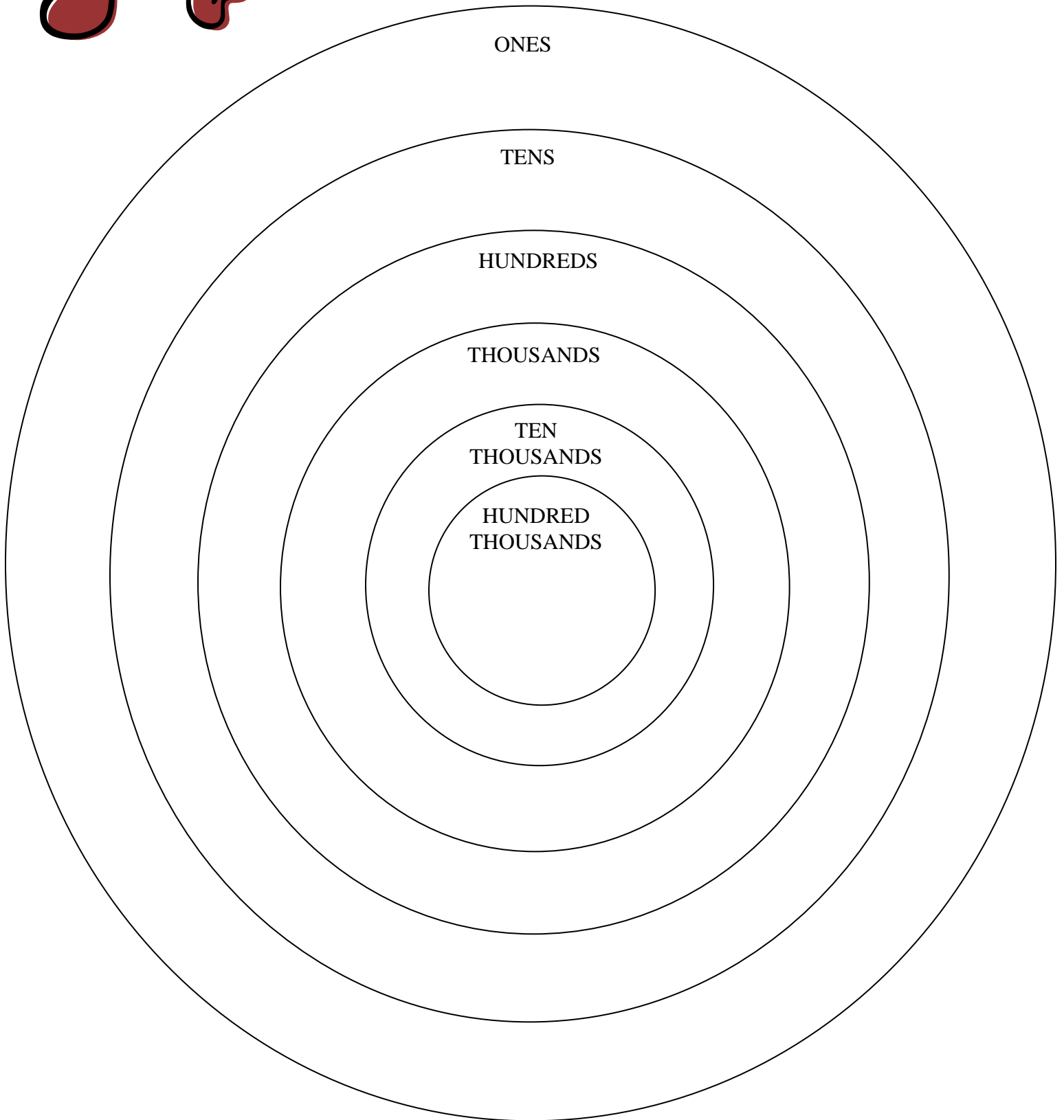
Expanded Notations: _____

Standard Form: _____



Spill the Beans

Student Resource 5F





Name: _____


Student Resource 7A


Use the key to determine the numerical value of the shape sequence above the place value chart.




 = 10,000

 = 1,000

 = 100

 = 10


 = 1





TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONES


Standard Form: _____


Expanded Notation: _____

 = 10,000

 = 1,000

 = 100

 = 10

 = 1



TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONES






Standard Form: _____

Expanded Notation: _____

Name: _____



Student Resource 7B

	10,000
	1,000
	100
	10
	1

Use the key above and create a shape sequence to represent the value of 14,264.

Write 14,264 in expanded form: _____

Use the key above and create a shape sequence to represent the value of 50,710.

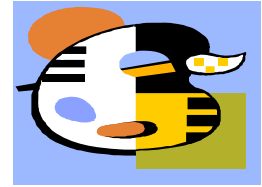
Write 50,710 in expanded form: _____

Use the key above to create a shape sequence to represent the value of 11,627.

Write eleven thousand, six hundred twenty-seven in expanded form:

Name: _____

Student Resource 8



Picasso & Place Value

In my artwork, I used:

_____ ○ = _____ is the value of the ones digit.

_____ □ = _____ is the value of the tens digit.

_____ △ = _____ is the value of the hundreds digit.

_____ ▭ = _____ is the value of the thousands digit.

_____ ⬠ = _____ is the value of the ten-thousands digit.

The standard form of the value of my artwork is:

The expanded notation of the value of my artwork is:

The word form of the value of my artwork is:



Name: _____

Student Resource 9
Student Resource 9A

Summative Assessment



1. Write the value of the underlined digit.

- a) 5,124 _____ b) 18,678 _____
c) 34,912 _____ d) 3,435 _____

2. Write 31,209 in expanded form:

3. Write the number 84,214 in expanded form:

4. In what place is the six in 60,000? _____

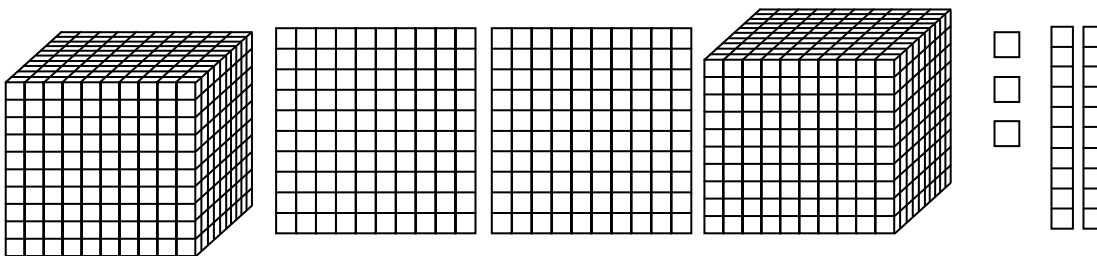
5. In what place is the three in 43,278 _____

6. Write each number in standard form.

a) Fourteen thousand four hundred seventy- nine _____

b) Two thousand six hundred eighty-three _____

7. What number does this picture represent? _____



8. Write two ways that you can identify a painting that was created by Picasso. Why did you choose these two elements of Picasso's style?

Name: _____

Brief Constructed Response

3 7 4 8 5

Part A

Use all five digits above to create the smallest number you can make?

Part B

Use what you know about place value to explain why your answer is correct. Use number and/or words in your explanation.

Name: _____

Brief Constructed Response

 =10,000  =1,000  =100  =10  =1

Part A

Use the key above to create 34,104.

Part B

Add another thousand to your value. Use what you know about place value to explain how your answer has changed. Use number and/or words in your explanation.

Pre-Assessment

1. Write the value of the underlined digit.

a) 9,280 200 b) 517 1ten c) 3,217 3,000

2. Write 5,214 in expanded form: 5,000 + 200 + 10 + 4

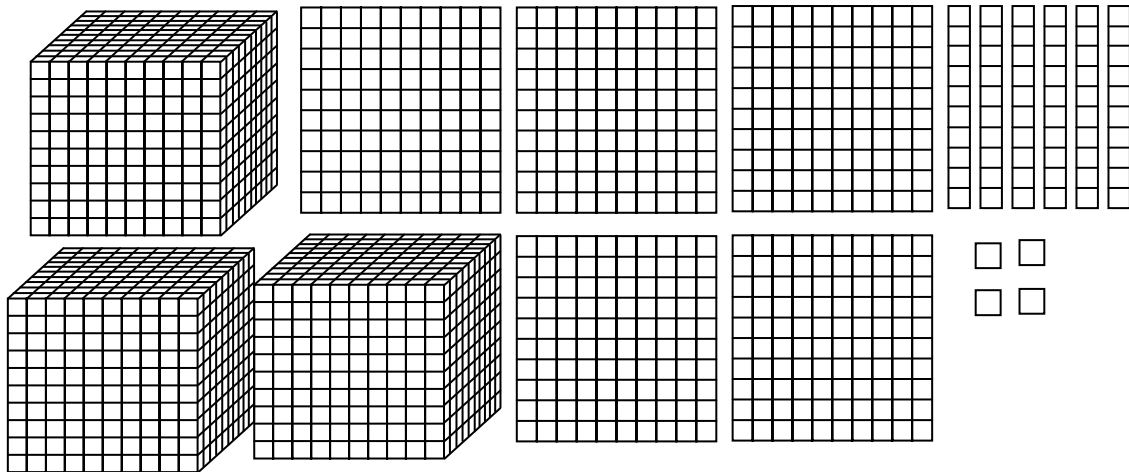
3. In what place is the six in 60,237? 6ten-thousands place

4. Write each number in standard form.

c. One thousand two hundred fifteen 1,215

d. Seven hundred twenty-eight 728

5. What number does this picture represent? 3,564



Ten- Thousands	Thousands	Hundreds	Tens	Ones

Listen to the number and write the number by putting the correct digits in the correct place value on the chart.

1) Say: Fourteen Thousand, three hundred twenty-two

Ten-thousands	Thousands	Hundreds	Tens	Ones
1	4	3	2	2

2) Say: Ninety-six thousand, five hundred four

Ten-thousands	Thousands	Hundreds	Tens	Ones
9	6	5	0	4

Teacher Resource 3

Write the value of the underlined digit.

3) 500 (5 Hundreds)

Ten-thousands	Thousands	Hundreds	Tens	Ones
1	2	<u>5</u>	6	4

4) 60,000 (6 Ten-thousands)

Ten-thousands	Thousands	Hundreds	Tens	Ones
<u>6</u>	0	2	1	1

Write each number in standard (number) form.

5) Twelve-thousand, three hundred thirty-two

12,332

6) Forty-seven thousand, twenty-six

47,026

Name_____

Exit Slip

How do 3, 30, and 300 relate to each other on the place value chart?

Each of the numbers are moved to the next higher place on the place value chart. The thirty is ten times as many as the three. The 300 hundred is 10 times as many as the thirty. Each time we increase the value of our number we multiply it by ten.

Name_____

Exit Slip

How do 3, 30, and 300 relate to each other on the place value chart?

Name_____

Exit Slip

How do 3, 30, and 300 relate to each other on the place value chart?

I have 536.

I have 940.

I have 1,694.

Who has $1,000 + 200 + 60 + 9$?
I have 1,269.

Who has $10,000 + 1,000 + 10 + 1$?
I have 11,011.

Who has $20,000 + 6,000 + 20$?
I have 26,020.

Who has $4,000 + 20 + 5$?
I have 4,025.

Who has $4,000 + 400 + 30 + 7$?
I have 4,437.

Who has $30,000 + 1,000 + 10 + 3$?
I have 31,013.

Who has $10,000 + 700 + 10 + 6$?
I have 10,716.

Who has $30,000 + 900 + 60 + 4$?
I have 30,964.

Who has $50,000 + 5,000 + 500$?
I have 55,500.

Who has $500 + 70 + 6$?
I have 576.

Who has $50,000 + 9,000 + 20 + 1$?
I have 59,021.

Who has $9,000 + 9$?
I have 9,009.

Who has $20,000 + 4,000 + 300 + 3$?
I have 24,303.

Who has $10,000 + 4,000 + 300$?
I have 14,300.

Who has $80,000 + 4,000 + 300 + 20 + 1$?
I have 84,321.

Who has $7,000 + 900 + 90 + 1$?
I have 7,991.

Who has $500 + 7$?
I have 507.

Who has $400 + 10 + 9$?
I have 419.

Who has $50,000 + 600 + 1$?

Who has $70,000 + 4,000 + 900 + 10 + 8$?

Who has $90,000 + 1,000 + 200 + 3$?

Use the key to determine the numerical value of the shape sequence above the place value chart.

$$\text{trapezoid} = 10,000$$

$$\text{triangle} = 1,000$$

$$\text{diamond} = 100$$

$$\text{circle} = 10$$

$$\text{hexagon} = 1$$



TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONES
3	1	0	4	2

Standard Form: 31,042

Expanded Notation: 30,000 + 1,000 + 40 + 2

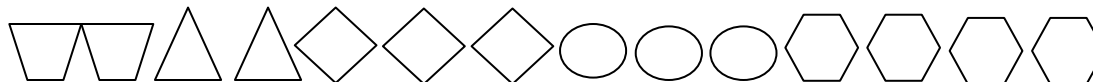
$$\text{trapezoid} = 10,000$$

$$\text{triangle} = 1,000$$

$$\text{diamond} = 100$$

$$\text{circle} = 10$$






$$\text{hexagon} = 1$$



TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONES
2	2	3	3	4

Standard Form: 22,334

Expanded Notation: 20,000 + 2,000 + 300 + 30 + 4

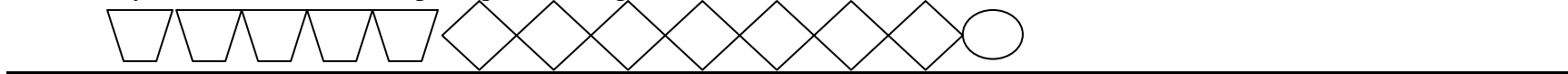
	10,000
	1,000
	100
	10
	1

Use the key above and create a shape sequence to represent the value of 14,264.



Write 14,264 in expanded form: _____ 10,000 + 4,000 + 200 + 60 + 4 _____

Use the key above and create a shape sequence to represent the value of 50,710.



Write 50,710 in expanded form: _____ 50,000 + 700 + 10 _____

Use the key above to create a shape sequence to represent the value of 11,627.



Write eleven thousand, six hundred twenty-seven in expanded form: _____ 10,000 + 1,000 + 600 + 20 + 7 _____



Name _____

Summative Assessment

1. Write the value of the underlined digit.

a) 5,124 one hundred b) 18,678 ten thousand

c) 34,912 thirty thousand d. 3,435 three tens or 30

2. Write 31,209 in expanded form: 30,000 + 1,000 + 200 + 9

3. Write the number 84,214 in expanded from: 80,000+ 4,000+ 200+ 10+4

4. In what place is the six in 60,000? The ten thousands place

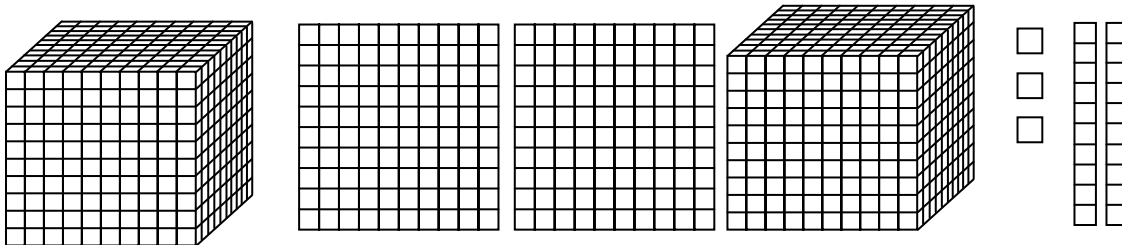
5. In what place is the three in 43,278 The thousands place

6. Write each number in standard form.

a. Fourteen thousand four hundred seventy-nine 14,479

b. Two thousand six hundred eighty-three 2,683

7. What number does this picture represent? 2,223



8. Write two ways that you can identify a painting that was created by

Picasso. Why did you choose these two elements of Picasso's style?

I can tell that this was a painting by Picasso because the colors were bright and contrasting. I noticed a lot of geometric shapes in the piece of art work. I could see that the representation was different and unique. I always think of Picasso's work showing a creative way to show his artwork

Brief Constructed Response

3 7 4 8 5

Part A

Use all five digits above to create the smallest number you can make?

34,578

Part B

Use what you know about place value to explain why your answer is correct. Use number and/or words in your explanation.

I know that my answer is correct because I used the smallest number in the ten thousands place. Then, I took the next smallest number and put that in the thousands place. I used the smallest numbers in the largest place value sections. That is why my answer is the smallest number possible.

Brief Constructed Response

 =10,000
  =1,000
  =100
  =10
  =1

Part A


Use the key above to create 34,104.














Part B

If you added another thousand to your value, explain how your answer would change. Use what you know about place value to explain your answer. Use numbers and/or words in your explanation.

My answer will need to have another circle. I know that I have to add a circle,
since the key says it is worth a thousand. This adds a thousand to the numerical
value of my answer. My new number would be a thousand more than 34, 104. It
would be 35, 104.

